2020-21 Learning Continuity and Attendance Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Alisal Union School District	**Mrs. Monica Anzo**, Assistant Superintendent of Educational Services	monica.anzo@alisal.org (831) 753-5700

General Information-

A description of the impact the COVID-19 pandemic has had on the LEA and its community

Alisal Union School District serves over 8100 students in TK through grade 6 in 12 schools in East Salinas. The district supports a high percentage of students that are socioeconomically disadvantaged and English learners. Additionally, there are students that are designated as migrant, foster youth, and homeless. Many students also have unique learning needs and receive services from the Special Education Program. The zip code that the district resides in has had the largest number of positive COVID-19 cases in Monterey County.

Large numbers of Alisal students are already impacted by the conditions of immigration, poverty, low-income agricultural-based jobs, and living in a community with dense housing. Our district serves a large percentage of students whose parents are deemed essential workers, specifically in agriculture. This COVID-19 pandemic has put an added strain on the community, our families, and especially, our students.

Our schools serve more than just an academic purpose for our students, they serve the social-emotional and behavioral support and resources that families need to ensure that students attend school every day, ready to learn. The transition to distance learning in the spring and the continuation of distance learning in the fall of 2020 due to the COVID-19 pandemic, has had a negative impact in serving the needs of our students and community. The major impacts of the closures on students and families included: (1) limited student supervision and safety during school hours; (2) differing levels of engagement with instruction and learning based on varying access to tools, resources, and technology; (3) lack of structure absent consistent school routines; and (4) insufficient access to supports to address social-emotional needs.

As a result, our Learning Continuity and Attendance Plan has responded to meet these needs by focusing on staff and resources on the true impacts on our students and families. The district is working diligently to design a high quality instructional remote learning model that includes a combination of asynchronous and synchronous delivery, daily monitoring of student engagement and attendance, and regular

contact with parents/guardians. Additionally, this plan also addresses the social-emotional and behavioral needs that our students and families are experiencing during the COVID-19 pandemic. This includes providing counseling support, parent education classes related to using technology and supporting students at home, nutritious meals daily, school supplies and resources, and referrals to needed services.

Stakeholder Engagement

A description of the efforts made to solicit stakeholder feedback including efforts to reach students, families, educators, and other stakeholders who do not have internet or speak languages other than English, and a description of the overall stakeholder process and how the stakeholder engagement was considered before finalizing the Learning Continuity Plan.

Alisal Union School District staff has worked actively so that all stakeholders provide feedback to ensure that the needs of students and families are addressed during the remote instruction phase of learning and that necessary adjustments are made. The overall process for stakeholder engagement included many outreach opportunities.

1. **Students** have been surveyed during classroom visits with School Counselors, and via online survey (upper grades). These were administered in late spring and summer
2. **Parents** have been surveyed through district wide efforts across all twelve schools. These surveys that were administered in the spring, summer and early fall of 2020 all took into account the circumstances under which the district was operating and planning to operate. Feedback was solicited that pertained to parent/student needs and access to instruction and services needed for social-emotional learning. DELAC and DAC parents were key in helping to shape and provide feedback for survey questions and information needed. There was also a town hall meeting in the middle of summer to answer parent questions and provide feedback related to the start of school. Additional town hall meetings are scheduled in early and late fall to ensure that the district understands the needs of the community given the mode of instruction.
3. Teachers and Staff- District and site staff were also given the opportunity to provide input and feedback through staff surveys and staff meetings. District leadership, along with Certificated and Classified Union representatives also held several meetings where feedback and input were provided.
4. Families/Parents without access to the internet- Parents without access to the internet, were given the option of a paper survey that they could fill out and return to their school site. District staff from the Family Resource Centers ensured that all parents and families of students designated as McKinney Vento were contacted by phone to ensure they had resources, materials, and basic needs. They

were also asked questions from the survey to all parents related to the start of school. All Migrant students also received a phone call from Family Service Advocates to ensure that Migrant services were delivered, resources and materials were offered, as well as questions and answers related to the opening of school.

5. Families/Parents who speak a language other than English were provided a Spanish option for online or paper surveys. Phone calls were made in Spanish to ensure parent input and understanding of processes and services. Parent meetings, including DELAC, DAC, and Town Hall meetings were conducted in both English and Spanish.

Before finalizing the Learning Continuity Plan, all stakeholder feedback and input was taken into consideration by ensuring that all major concerns and challenges related to instruction, safety, and the overall well-being of all staff and district community were addressed.

A description of the options provided for remote participation in public meetings and public hearings.

Alisal Union School District promoted stakeholder engagement through remote participation in the public hearing and local governing board meetings by:
1. Holding all public meetings via teleconferencing
2. Providing interpretation in Spanish
3. Making public meetings accessible telephonically/otherwise electronically to all members of the public seeking to address local legislative body, consistent with Executive Order N-29-20
   https://www.gov.ca.gov/wp-content/uploads/2020/03/3.17.20-N-29-20-EO.pdf

A summary of the feedback provided by specific stakeholder groups.

Stakeholder feedback was gathered and analyzed for ideas, trends, and concerns. The following trends emerged from our analysis:
- Staff and parents were very concerned about safety if students were to return physically to classes.
- Staff and parents were concerned about the loss of learning that may have happened in the spring and over the summer.
- Staff and parents were concerned about the social-emotional well being of students considering they had been learning from home in the spring and will continue to learn remotely in the fall.

- Staff and parents wanted to ensure that all students had access to the internet.
- Parents requested support related to using technology at home to help students with their school work.
- Parents wanted to ensure that counseling support would be available for students.
- Parents wanted students to continue to receive a high-quality education regardless of mode of instruction.
- Parents requested additional support and tutoring beyond the school day.
- Parents requested help in finding child supervision when students were not in school.
- Parents wanted to make sure that they were able to contact teachers when students weren't able to participate or were having trouble with work.
- Parents wanted flexibility in completing assignments and participation in classes because students wouldn't be able to access them until parents were off work in the afternoon.
- Staff wanted to make sure that professional development would continue to support a distance learning delivery model.

A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.

The stakeholder engagement process influenced the development of the Learning Continuity Plan in these specific ways:

1. Section "Access to Devices and Connectivity" was influenced and developed with specific stakeholder input because the district wanted to ensure that ALL students were able to access learning every day.
2. Section "Distance Learning Professional Development" was influenced and developed with specific stakeholder input because the district wanted to make sure that teachers had the capacity to deliver a high quality, remote instruction learning model. The district also wanted to make sure that parents had the support and training needed so they can help their students at home with technology.
3. Section "Pupil Learning Loss" was influenced and developed with specific stakeholder input because ensuring that learning loss was addressed was a key priority for all stakeholders.

Continuity of Learning

In-Person Instructional Offerings

A description of the actions the LEA will take to offer classroom-based instruction whenever possible, with an emphasis on students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.

The Alisal Union School District will begin the fall 2020 school year with a distance learning only model of instruction. Once Monterey County is no longer on the state watch list and the Monterey County Office of Public Health, the Monterey County Office of Education and the Alisal Board of Trustees have deemed it safe to reopen schools, then the district is ready with a hybrid plan.

1. This plan includes students in school two days a week either Tuesday and Wednesday or Thursday and Friday with Monday being individual student support as determined by teachers.
2. The protocols for safety for students and staff include required temperature checks, use of Personal Protective Equipment (PPE), following social distance guidelines, and sanitizing all student and staff areas.
3. Access to our school sites will be limited to only staff and students. Parents and community will be informed related to the district safety protocols.
4. Practices related to hygiene will include frequent handwashing and the use of hand sanitizer. This will be reinforced in the class and posted around the campus.
5. Protective equipment will be provided for staff and students. This includes face shields, face masks, plexi-glass screens for teachers and staff.
6. Physical distancing will be practiced throughout all areas at school sites and district offices/departments.
7. Cleaning and disinfecting to ensure physical health and safety in school facilities will take place at various points during the school/work day.

Alisal Union School District will take the above actions to ensure a safe and healthy return to in-person instruction, and in addition will focus on these areas of teaching and learning, with a strong emphasis on student's social-emotional well-being:

1. Student learning and competency development- Assessment Data
2. Addressing learning loss due to school closures in 2019-20
   a. Differentiated instruction and targeted group instruction in homeroom class
   b. Small group instruction by additional intervention teachers (English and Spanish literacy)

c. After school program support in language arts and math
d. Small group tutoring by Intervention Teachers and Mini-Corp
e. Additional 1:1 support by certificated staff (ELA, ELD, Math)

Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
Personal Protective Equipment (PPE) Signage and posters for 12 school sites, district office and district departments	$ 115,171	N
Personal Protective Equipment (PPE) face masks and shields for students and staff	$ 62,332	N
PPE Plexiglass barriers for all office staff/ teachers	$ 89,585	N
PPE Plexiglass barriers for all student desks	$589,677	N
PPE Thermal scanners for temperature checks	$ 302,116	N
PPE Equipment Plexi-glass barriers for students	$ 594,885	N
Additional stipend for classified staff working on site	$ 367,883	N
Air purifiers (to ensure clean air in classrooms and offices)	$ 435,909	N

Distance Learning Program

Continuity of Instruction

A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.

Alisal Union School District will begin the 2020-21 school year with a remote instruction only model. The transition to a hybrid model of instruction or full in-person instruction will be determined at a later time when the Monterey County Public Health Office, the Monterey County Office of Education, and the Alisal Board of Trustees deem it safe to do so.

The district will provide continuity of instruction and learning through the following specific ways:

REMOTE INSTRUCTION:

Teachers will work to provide a standards-based instructional plan of remote instruction using the district adopted curriculum, supplemental materials, and the AUSD RI Guidelines, which follow and exceed the requirements of SB98. To further mitigate any increased learning loss in 20-21, Alisal teachers will ensure that each student receives at least a combined (synchronous and asynchronous) total of no less than 60% of the required instructional minutes per day:

- **Follow the state-mandated instructional minutes appropriate for grade level**
    - **TK/K: 180 minutes (3 hours)**
    - **1st - 3rd: 230 minutes (3 Hours, 50 minutes)**
    - **4th - 6th: 240 minutes (4 hours)**
- Instructional Minutes may be met with the following **categories** of activities
    - synchronous instruction includes:
        - Teacher-led instruction
        - Progress monitoring
        - School connectedness/Social Emotional Learning activities
        - ELA/ELD and Math instruction must have first priority for synchronous instruction
        - Teacher must be on camera for synchronous instruction.
        - Record all synchronous lessons/activities for students who cannot attend and for students to review.
    - (B) asynchronous instruction
        - Instructional minutes should be agreed upon by the grade level teams during collaboration and planning time with consultation by the site administration and/or instructional coach to ensure relative consistency within a school site.
        - **Social Studies and Science may be exclusively taught via asynchronous instruction**
        - To foster teacher/School-student connection, **videos** created or modified by the teacher first, then other Alisal teachers second should be favored over content created by third parties

- To the greatest extent possible based on child development, provide opportunities for student-to-student interaction, collaboration, and school connectedness/socialization on a weekly basis.
- Hold daily, regularly scheduled virtual office hours for student support & check-in. These shall not be counted toward instructional minutes.
- Ensure children get at least 30 minutes of movement or exercise daily--this can be done synchronously, asynchronously, or assigned

Site Administrators will ensure that teachers are following SB 98 and the District guidelines buy following the [AUSD RI Guidelines for Admin](#):

- Monitor Digital Instruction and Learning Spaces
- When a teacher refers a student as an inactive, verify teacher's 2 attempts of family contact
- Support teacher with attempting to contact inactive students/families after the teacher has made 2 attempts to contact, but before referring lack-of-contact offsite
- Maintain a log of the Site Administrator Team's attempts to contact non-participating families
- Support Teacher social-emotional health as well as that of students
- Ensure that updates and expectations about the school's remote learning are communicated to students and families
- Provide the parents with synchronous or asynchronous communication on the importance of parent support during this time. Include regular reminders about participation/attendance requirements for RI during 2020 - 2021
- Host regular virtual Cafécitos for parents to maintain parent-school connections
- Hire lead teachers to supervise consultants during remote enrichment instruction after school for music, dance and theater to compensate for the supervision normally available when students are on campus

Access to Devices and Connectivity

A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.

Alisal Union School District will ensure access to devices and connectivity for all students to support distance learning in the following ways:

1. All students in all grades will be issued a Chromebook or will retain the Chromebook they already had from the prior year. ASUD has issued all students in grades K-6 take-home Chromebook for 2 years prior to March of 2020.

2. At the start of the pandemic, parents of TK students who wanted a device could opt-in to devices for remote instruction during the March to June 2020 closure.
3. Beginning in August of 2020, all Alisal students in all grades will be issued a device regardless of parent choice.
4. Regarding connectivity, multi-year stakeholder surveys show us that between 83 and 86% of our families have home internet access.
5. The district will provide additional hot spots to ensure that homes with multiple students or students attending childcare facilities have adequate connectivity to participate in live instruction and complete assignments.
6. In the spring of 2020, the IT department worked with the site leaders to identify the children with no home access and the district acquired mobile hotspots through T-Mobile.
7. These were distributed to homes that needed the connectivity.
8. If the family had children who were remaining enrolled in the Alisal school district they were allowed to keep them over summer and will continue to utilize them.
9. With newly enrolled families, the same process will be followed. The site leaders will make contact with the parents who are in need of connectivity assistance and a hotspot will be issued to the household.

Pupil Participation and Progress

A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.

Alisal Union School District will track and monitor student progress through both live instruction and asynchronous instructional minutes. This process is outlined in the district's remote instruction guidelines for teachers and site leaders. Pupil participation will be measured in the following ways:
- Teachers will keep daily attendance and a participation log
- Teachers will post the weekly schedule, assignments, expectations, and activities
- Teachers will follow state-mandated instructional minutes appropriate for the grade level TK-6
  - Special Education teachers will modify the weekly participation log to also meet the required minutes and needs of students with Individual Education Program (IEP) Plans.
- Teachers will communicate with parents regularly and provide office hours for both student and parent questions

- Teachers will contact students not participating and will refer to site administration after two unsuccessful attempts
- Site leaders will monitor daily attendance and participation log
- Site leaders will be co-teachers in all classrooms for progress monitoring at least twice per week
- Site leaders will follow up with students not participating regularly or not attending live classes
- Site leaders will maintain a log of communication with all families contacted due to non-participation

Instructional time for distance learning is calculated based on the time value of synchronous and asynchronous assignments made and certified by a certificated employee.

1. We calibrated these instructional times by allowing for collaboration of grade-level teams, in consultation with the instructional coach site administration, to determine
2. We communicated these instructional times by posting these in the school's welcome back letters, teachers google classroom expectations, parent meetings with teachers and principals, and staff meeting updates.
3. We will keep track of time values of pupil work by daily progress monitoring of synchronous and asynchronous assignments and activities on the district's Weekly Engagement Record. The will allow for site and district leadership to closely monitor

Preschool programs are offering remote learning to be aligned with other grade levels. Students will be contacted twice weekly and both virtual and pencil and paper assignments will be given based on the developmentally appropriate development of the individual child.

Distance Learning Professional Development

A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.

The Educational Technology Department (consisting of the Educational Technology Director, 2 Educational Technology TOSAs, and 18 Education Technology Liaisons) will provide ongoing technology training and as-needed training.

- The District shall provide a weekly, regularly scheduled online training that all members shall be required to attend live or to participate in asynchronously if it conflicts with instructional time.

- The ongoing training will take place in the form of a weekly livestream broadcast on EdTech topics related to needs based on teacher demand and areas identified by leadership.
- The District, through the AUSD bilateral Professional Development committee, consisting of the ATA Professional Development committee and Educational Services, will identify the need for independent or group enrollment in technology courses or workshops, as approved by District Administration or in regard to Districtwide technology training offered to or required for all teachers.
- The District shall require Google Level 1 training for teachers who have not yet participated in that training which shall be provided during the contract day. Classified Staff will also be included in Google Level 1 training.

Additional staff will receive more intense support:
- Special Education staff will receive training for differentiating curriculum to meet needs of students through distance learning.
- Migrant Resource Teachers will receive professional development training coordinated by the Region to support distance learning specifically for migrant students and their unique needs.

Staff Roles and Responsibilities
A description of the new roles and responsibilities of affected staff as a result of COVID-19.

As a result of COVID-19, Alisal Union School District has had to adapt staff roles and responsibilities in the following ways:
- To meet academic needs of students, the district has:
  - Implemented a digital learning walk tool so site administrators could continue monitor teaching and learning in virtual classrooms
  - Supported teachers in their transition to providing full remote instruction to all students
  - Refocused grade level release teachers to support small groups of students and teachers directly
  - Continued to provide after school program services virtually to students
  - Required office staff to call parents whose students were not participating in remote instruction regularly
  - Ensured that all technology staff was available to support students, staff, and families with technical issues

- To meet the social-emotional needs of students the district has:
  - Trained and supported counselors to provide additional services and support during remote instruction

- ○ Provided additional support and resources from the Family Resource Centers and Parent Education Specialists
- ○ Ensured that all students received nutritious meals by having bus drivers, campus supervisors, and grade level release substitutes support the food services staff with distribution

- The following changes to employee roles and responsibilities have been made as a result of not being feasible in a distance learning environment:
  - ○ Counselors
  - ○ Office Staff (percentage of their day)
  - ○ Campus Supervisors
  - ○ Grade Level Release Substitute Teachers
  - ○ Bus Drivers
  - ○ Parent Education Specialists

Supports for Pupils with Unique Needs

A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.

Additional support was given to assist students during remote instruction. The additional supports for the following student groups include:
- English learners will receive additional support during remote instruction that is focused on language development from ELD-ELA virtual training, Integrating Science as a lever for language and literacy, TWIG Science adoption and focus on language functions, and bilingual transference training for new teachers including balanced literacy. Additional intervention specialists will also hold small tutoring sessions focused on developing language.
- Pupils with exceptional needs- SPED Coaches will provide training and support for differentiation of instruction through remote learning, extension of LEXIA for SPED small group instruction, and Google Level 1 training for SPED teachers.
- Pupils in foster care-After School Program teachers are targeting our homeless and foster youth, migrant and other students identified by the school site as in need of additional SEL and academic support. Students also receive materials, supplies and referral services needed through the Family Resource Centers.
- Pupils who are experiencing homelessness-After School Program teachers are targeting our homeless and foster youth, migrant and

other students identified by the school site as in need of additional SEL and academic support. Students also receive materials, supplies, clothing, food vouchers, or referral services needed through the Family Resource Centers.

- Preschool age children-Preschool staff will be working with children specifically targeting language skills. Preschool will provide child care. Children in foster care and experiencing homelessness will be prioritized to attend.
- Migrant Students will receive additional online support after school to support the regular day teacher's remote classroom and assignments. Migrant Resource Teachers (MRTs) will be doing the same outreach to all migrant students and families to determine needs. MRTs will also be setting up remote classrooms to serve 418 migrant students identified by the state migrant Academic Risk Report.

Actions related to the Distance Learning Program

Description	Total Funds	Contributing
Provide all students grade level literacy bags with books to read at home (lending library)	$ 526,500	N
Teacher resources/materials needed for remote instruction	$25,516	N
Additional Computers needed to ensure quality delivery of instruction (all staff delivering remote instruction)	$1,209,000	N
Additional Technology (cables, hardware)	$12,474	N
Add-on to Eureka Math for Distance Learning	$146,200	N
Additional Information Technology staff- one per school site (hire 6 additional temp.)	$470,754	N
Student Headsets	$344,138	N
Additional hot spots for all students to ensure access in homes with multiple students or at childcare facilities (that are English learner, socioeconomically disadvantaged, homeless or foster youth)	$432,000	Y
Laptops of After School Program staff to monitor deliver tutoring support, student/parent	$132,265	Y

outreach and monitoring engagement		
Additional Computers for students (TK)	$603,345	N
Change of staff roles/responsibilities- GLT Subs, Bus Drivers, Campus Supervisors	$461,000	N
Certificated teachers to supervise remote enrichment programs after school	$34,166	N
Replacement of outdated/non-working student Chromebooks (3000)	$1,350,000	N
Replacement of outdated/non-working document cameras	$262,500	N
Purchase distance learning swivel and wide angle cameras	$355,823	N
Purchase desk and chairs for students that need work space at home (socioeconomically disadvantaged students, foster youth, McKinney Vento, English learners)	$77,325	Y
Technology Vehicles to ensure devices get to delivered	$90,000	N

Pupil Learning Loss

A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–20 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.

The Research, Accountability and Enrollment Department has updated the District's assessment calendar to include information related to diagnostic tools, which will be used to ascertain learning gaps resulting from school closures. The District diagnostics will include metrics to determine gaps in:

- Literacy: English or Spanish Language Arts
  - Phonics: Kinder and 1st grades (BPST assessment)
  - Concepts of Print: Kinder and 1st grades (COP skills assessment through *Illuminate*)
  - Lexile scores: 1st-6th grades (STAR Reading assessment through *Renaissance*)
  - Foundational skills: Kinder-1st grades (Lexia/I-Station)
  - Reading Comprehension/Fluency: K-3 (DRA/EDL)

- Math
    - Standards/skills/concepts: 1st-6th grades (STAR Math assessment through *Renaissance*)
    - Foundational skills/numeracy: Kinder-1st grades (STAR Early Literacy through *Renaissance*)
- ELD
    - Foundational language skills: Emergent level at all grades (STAR Early Literacy through *Renaissance*)
    - Oral language production: TBD
    - Language application: TBD

Through a cycle of continuous improvement, teachers will use the results from assessments to determine the level of tiered support needed. Based on the District's flowchart of support considering MTSS levels, students would be triaged academically: Tier 1 at the classroom, Tier 2 with additional intervention assistance, and Tier 3 with consideration for intensive intervention, including special education services for qualifying students.

Pupil Learning Loss Strategies

A description of the actions and strategies the LEA will use to address learning loss and accelerated learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth, or are in foster care; pupils with exceptional needs; and pupils experiencing homelessness.

Alisal Union School District will address the learning loss for students and accelerate learning progress for students by analyzing results of formative assessments in language arts, English language development, and math; writing progress; student surveys; and teacher observations and addressing student needs in the specific areas through a tiered approach of support. Based on the District's flowchart of support considering MTSS levels, students would be triaged academically: Tier 1 at the classroom, Tier 2 with additional intervention assistance, and Tier 3 with consideration for intensive intervention, including special education services for qualifying students.

Specific actions and strategies that will help to support each of the student groups are as follows:

English Learners
After analyzing the results of assessments to diagnose language learning loss, teachers will differentiate instruction to ensure students develop the necessary language functions to perform orally and in written form. Additional support will be provided by offering staff extra hours to strengthen language development for students based on their level of English acquisition.

Socioeconomically Disadvantaged Students (SED)

After analyzing the results of assessments to diagnose learning gaps for SED students, teachers will differentiate instruction to ensure appropriate support in language arts. ELD, or math. Additional small group support will be provided by intervention teachers hired to support students struggling in an core academic area.

Foster Youth

There are currently 18 Foster Youth support throughout the district. Each student has been assigned an individual Parent Education Specialist from the Family Resource Center to support needs as they arise. Each guardian has been contacted with an intake assessment and each student will be receiving regular check in support from the Family Resource team. Site administrators, site counselors, and the teacher's of students have access to a collaborative case management document that allows for a variety of wrap around supports. Initial requests and accommodations have included school supplies, material translation, and support organizing student's daily expectations.

Homeless (McKinney Vento)

Over 1,800 students qualify as Homeless, and on account of the instability of their housing situation and financial uncertainty have required additional support in basic access not only to learning materials, but basic essentials.

Homeless student guardians are notified of food distribution by the Family Resource Center staff. Students are provided with school uniforms, school supplies, a backpack, and hygiene materials. Families are additionally provided with a variety of cleaning supplies, masks, and soaps to ensure they can comply with best practice guidelines recommended by the Monterey County Department of Public Health.

Each student is being contacted by phone by Family Resource Center to ensure internet access. Students currently living in the homeless shelter are receiving additional supports from the Monterey County Office of Education who provided direct hot spot access to these families.

Students with Exceptional Needs
- Students will receive additional support by Paraeducators during evening tutorial support during the 5 pm - 8 pm time frame
  - To assist parents with questions regarding homework

- - To assist students with asynchronous assignments
- Students will be able to receive weekend tutorial support
- Behavior technician will increase student motivation to increase on task behavior
- Provide parents with strategies through training that will help with behaviour support for their children to increase academic achievement through evening/weekend parent workshops for behavior strategies
- Additional instructional materials and technology support will be provided
  - Guided reading books to support guided reading groups
  - Above grade level literature; asynchronous recording
  - Grade level books for shared reading
  - Unique Learning System, I-Ready, News 2 You, Boomcards, other online programs that support ELA, ELD,Math
  - Capacity building for both paraeducators and teachers to streamline the identification of areas of need for their students

Effectiveness of Implemented Pupil Learning Loss Strategies

A description of how the effectiveness of the services or supports provided to address learning loss will be measured.

Alisal Union School District will measure the effectiveness of services and supports provided to address the learning loss by reviewing data from diagnostic assessments in the core areas, and planning strategies to support gaps related to grade-level skills. For example, a strategy will involve hiring and training additional certificated staff that will target foundational reading skills based on diagnosed results. They will implement a cycle of continuous improvement to measure the effectiveness of the targeted intervention(s). In essence, learning loss will be addressed after reviewing diagnostic results in the core areas: ELA/SLA, Math and ELD, and establishing an intervention, which will be monitored through a cycle of continuous improvement.

Actions to Address Pupil Learning Loss

Description	Total Funds	Contributing
Intervention Teachers (12 temporary FTE) to support literacy in the primary grades for EL students, socio-economically disadvantaged, foster youth and homeless students	$ 245,904	Y

Additional grade level release substitute teachers to support loss of learning (10 FTE)for students that are designated English learner, socio-economically disadvantaged, foster youth or homeless	$ 409,840	Y
Redesign Saturday Program to focus on target students (English learners, socioeconomically disadvantaged, foster youth, or homeless) that are not meeting attendance or participation requirements for remote instruction	$65,000	Y
Special Education Additional hours for evening tutorial support for students with unique needs (that are English learner, socioeconomically disadvantaged, homeless or foster youth)	$ 159,632	Y
Special Education Additional hours for weekend tutorials and support for students with unique needs (that are English learner, socioeconomically disadvantaged, homeless or foster youth)	$ 57,611	Y
Special Education Guided Reading books and Materials for students with unique needs	$ 200,000	Y

Mental Health and Social and Emotional Well-Being

A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including any professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.

To improve the social and emotional needs of young children, the preschool program will provide child care targeting English language literacy and supporting the children's well-being. The Early Learning Teacher provides PD to teachers on mental health for staff and children.   Staff meetings will cover issues of grief and loss, and how to recognize depression in young children.
- Tier 1: School Counselors will continue to conduct 'live' presentations, provide videos and alternate asynchronous instruction and assignments, and lead activities that support student awareness and understanding of the CASEL Core Competencies (Self-awareness, Self-management, Social Awareness, Relationship Skills, and Responsible Decision Making)
- Tier 1: School Counselors incorporate developmentally appropriate self-care instruction in both synchronous and asynchronous presentations for ALL students.
- Tier 1: Parent Education. School Counselors create videos to support parent self-care. These are shared on Counselor's Corner webpages, and in Google Classroom/Seesaw. Live parent events (presentations, followed by Q and A) will be conducted via

FaceBook.
- Tier 2 and Tier 3: School Counselors will provide targeted and intensive support for students exhibiting stress, anxiety, fear, and depression as a result of the impact of COVID 19.
- Monterey County Behavioral Health Clinicians will provide Tier 1 support in the form of Parent Education and Staff Professional Development. They will also support students at Tier 2 and Tier 3 levels with group and individual therapies, upon referral.
- A Crisis Intervention Team consisting of Counselors, MCBH Clinicians, site administrators, and Psychologists has been established to respond to specific needs, should/when they arise.

Professional development for staff to address trauma and other impacts of COVID-19:
- School Counselors will utilize staff meetings to provide *Trauma-informed Self-Care* training and support
- School Counselors will provide Professional Development during staff meetings and dedicated PD days. These trainings will include an emphasis on *Understanding the Stages of Grief and Strategies to Recognize and Address Student Responses*, and *Grief and Loss Strategies*

Pupil and Family Engagement and Outreach

A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements or if the LEA determines the pupil is not is not engaging in instruction and is at risk of learning loss.

Alisal Union School District will continue to provide engagement and outreach to students who are absent from distance learning. The tiered re-engagement strategies will be used for students who are absent from distance learning are:

Tier 1 engagement and reengagement:
- School Counseling monthly theme for August is ATTENDANCE. (Value of attendance is revisited throughout the school year)
- School Counselors teach and promote the importance of positive attendance through presentations and parent education.
- Teachers, School Counselors, and Site Admin contact parents and students that are not attending and academically engaged each week. These school officials offer assistance, provide support, and reinforce the importance of attendance and participation. Contacts are documented in the Parent Contact Log.

- Recognition (monthly, trimester certificates and awards) for positive attendance is provided to encourage and underscore the value of student participation.

The Research, Accountability and Enrollment department has provided all teachers a 'Weekly Engagement Record' for documentation of engagement by all students based on SB 98 guidelines, which includes:

1. Evidence of
   a. Synchronous instruction/learning
   b. Asynchronous instruction/learning
   c. Weekly record based on participation in synchronous and/or asynchronous instruction and learning
   d. Contacts to parents/guardians for students not engaged/re-engaged for 60% of a school week, ie. if absent 3 out 5 days in a school week.

Additionally, using evidence from the Weekly Engagement Record, teachers have been instructed to mark student absences using the District's Student Information System (SIS), PowerSchool. If students are not engaged in either synchronous or asynchronous instruction/learning daily, teachers are to mark students absent in PowerSchool. At the Tier 1 level, teachers are required to document communication with parents/guardians of students who are not engaged/re-engaged for 60% of a school week, ie. if absent 3 out 5 days in a school week. Teachers would be the first responders to determine the type of support based on their initial investigation of circumstances, which may relate to technology access, health/nutrition, counseling, etc. Once teachers have attempted engagement/re-engagement for students not participating, clerical staff would call families with students documented with 3 absences as marked in PowerSchool. Collaboratively, teachers and clerks will seek additional support at the Tier 2 and Tier 3 as needed.

When a student is not meeting compulsory education requirements, or when a student is not engaging in instruction and is at risk of learning loss, the district will provide the following outreach to students and their parents or guardians:

For Tiers 2 and 3
In collaboration with the Family Resource Centers, the MTSS department (inclusive of counseling staff), and the Special Education department,

- The District will triage support to ensure students who are not participating consistently are engaged/re-engaged
- School Counselors (in tandem with Teachers and Site Admin) will contact parents and students that are not attending and academically engaged each week to offer assistance, provide support, and reinforce the importance of attendance and participation.
- Contacts will be documented in the Parent Contact Log. Check In/Check Out strategies will be employed to encourage ongoing student attendance and engagement through relationship building
- Each school site is assigned a Parent Education Specialist through the Family Resource Center to offer direct support for students with higher levels of need.
- These staff members work directly with students and families to identify areas of need and connect families to resources and services.
- Through a referral process teachers, site administrations, and counselors can request support for students not logging into their remote learning sites, identifying issues in internet access, or identifying needs in the home that may impact student engagement.
- Saturday programs will be redesigned to specifically target students who lack participation in core instruction and attendance.

In order to ensure access and support for parents and guardians the district has created a parent technology academy. The Education Technology and the Family Resource center department staff collaborated to set up a series of courses for the parents, families and guardians of the district to support them in helping their students during remote instruction.
- This consisted of a questionnaire with questions designed to identify parent needs and desires in the main areas of remote instruction, The Parents and Students guidelines, chromebook use and proficiency, Google Classroom and Seesaw Learning Journal.
- The EdTech TOSAs and the AFRC Parent Ed Specialists will work together to build these courses and then record them to post on the Alisal Remote Instruction Resources Website--www.remoteinstruction.org.
- 20 adult-sized chromebooks will be procured as soon as possible for parents to check out to learn the devices, but also use to follow the courses from home if no other keyboarded device is in the home.
- Members of either department may also host live versions of the courses or parent office hours should the need or demand arise.

School Nutrition

A description of how the LEA will provide meals for pupils who are eligible for free meals for pupils participating in both in- person instruction and distance learning, as applicable.

All students enrolled in the Alisal Union School District are enrolled in a Community Eligibility Provision (CEP) (the current Identified Student Percentage (ISP) for AUSD is 66.45% which is 100 % free meal rate) and is a non- pricing meal service option for schools and

school Districts in low-income arrears. CEP allows the nation's highest poverty schools and school Districts such as Alisal Union School District to serve breakfast and lunch at no cost to all enrolled students without collecting household applications.

- Free meals will be provided during the distance learning phase of instruction and when we transition to a hybrid model of learning. Meal distribution will be from 12:00 pm - 1:30 pm from Monday through Friday and will be distributed at all 12 school sites.
- This information has been shared with all district families by posting it on the district website in English and Spanish, sending a phone call reminder to all student homes in English and Spanish and mailing a letter home to all families.
- Additionally, as teachers communicate with their students and parents, this is part of the important reminders that they are sharing with families.
- Schools have also displayed breakfast/lunch distribution on their school marquees.

The Nutrition Services Department has taken extra precautions to ensure that all students receive their breakfast, lunch and suppers meals daily in a safe manner.

- Staff have their temperature checked daily before reporting to work.
- They are all provided with face shields, cloth and disposable masks, and gloves.
- Hand washing is an essential part of their daily tasks.
- Markers have been set at all schools to ensure a six foot social distancing practice.
- Lunches are placed on tables where students and parents can then retrieve them from there or staff places lunches in trunks of vehicles without any contact.
- Every effort is being made to establish the safety and wellness of school personnel and community, while ensuring that our students are provided with nutritious meals.

Additional Actions to Implement the Learning Continuity Plan

Description	Total Funds	Contributing
Parent Technology Academy to help support access at home (additional hours for Educational Technology staff, Parent Ed Specialists, Adult Educators)	$ 8,945	N
Parent Technology Academy to help support access at home- additional computers (50)	$ 30,000	N

for parents to use on a loan basis		
Additional hours for Counseling support and services to students that are English learners, socioeconomically disadvantaged, homeless, or foster youth	$ 117,180	Y
Bus driver duties reassigned to support feeding students	$201,788	N
Campus supervisor duties reassigned to support feeding students	$408,947	N
Additional Migrant staff to distribute migrant backpacks and supplies for migrant students during after hours at a parent drivethru (3 days).	$1,276	Y
Unique Learning System: Online Special Education supplemental program for students with unique needs (that are English learner, socioeconomically disadvantaged, homeless or foster youth)	$42,252	Y
Evening Tutoring Program- Additional hours for certificated staff to support students, English learners, socioeconomically disadvantaged, homeless, or foster youth, struggling with language arts or math.	$287,280	Y
Additional Special Education Professional Development by Teachers on Special Assignment	$19,538	N
Summer Academy Program for students with less than 60% participation and attendance	$209,250	Y
Meal Delivery Program (deliver meals to students in daycare facilities or that live outside district area)	$23.664	Y

Increased or Improved Services for Foster Youth, English Learners, and Low- Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
37.91%	$25,708,597

Required Descriptions

For each action being provided to an entire school, or across the entire school district an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

1. In the Alisal Union School District, foster youth, English learners, and low-income students combined represent 93% of the district enrollment. The needs of foster youth, English learners, and low-income students were considered by identifying students under each group. Next, determining available systems of support based on demographic (need). Finally, establishing a triaged implementation plan that would prioritize services to ensure consistent engagement/reengagement with instruction and learning.
2. In order to determine that these actions are effective in meeting the goals for these student groups, the district will record interactions with foster youth, English learners, and low-income students and families. Effectiveness in addressing the goals for these student groups will be based on improvements in rates of participation, academic results, attendance, etc. In addition, we will survey parents of these student groups on their level of satisfaction pertaining to support received.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

In addition to the services rendered to all students, during the instructional day, English learners, low-income students and foster youth will have access to tiered intervention support, which include, small group and/or 1:1 tutoring, during and beyond the school day. The targeted support for students will depend on the learning gaps that need to be addressed. The district will designate funding to expand resources to strengthen the instructional options for these student groups. Additionally, school sites have state and federal funding allocated to also address learning gaps through intervention programs for low-income students, English learners, and foster youth which is included in their School Plan for Student Achievement (SPSA). Additional resources provided for our students in most need include licenses for targeted skill development, technology (to expand internet or connectivity), and updated devices. Finally, the district will collaborate with the Counseling team, the Family Resource Centers and Parent Education Specialists to procure wrap around services to address social emotional factors impacting student engagement, attendance, and academic success.